PAGE 1

Section 1: General Overview of the Iowa Alternate Assessment Science (IAAS)

General Overview of the Iowa Alternate Assessment Science (IAAS)

- Objective: Understand the purpose of the IAAS and Participation Guidelines in the IAAS.

The Iowa Alternate Assessment Science (IAAS) promotes fair measurement of student knowledge on the Iowa Core Science Content Standards and Benchmarks. The Iowa Alternate Assessment is for students with the most significant cognitive disabilities whose academic performance is appropriately judged against alternate achievement standards. The Iowa Alternate Assessment Science is for students in grades 5, 8, & 11.

PAGE 2

Section 1

The Iowa Alternate Assessment process involves:

- Providing information about student characteristics
- Teaching students academic science content throughout the school year
- Reporting student performance and having evidence of performance on academic skills,
- Collaborating with building administrators about the alternate assessment process and students' performance on the assessment
- Reporting results to parents in ways that describe what students are doing and how students have improved overtime
- Providing information to the Iowa Department of Education on the efficiency and effectiveness of the alternate assessment process.

PAGE 3

Section 1

This IAAS is an instructionally embedded assessment that occurs year long— September 1 — April 30. Teachers use a science rating scale to document student performance over time. Only students whose IEP teams have determine students meet the alternate assessment participation criteria are eligible to participate in the IAAS. Students who receive homebound services and shortened school days are also required to participate in the IAAS.

For additional information regarding participation and additional policy/guidance on the IAAS, refer to the Iowa's Alternate Assessment Participation Guidelines and the Master FAQ located on the DE IAA webpage.

PAGE 4

Quiz

PAGE 5

Section 2: Following Required Processes & Timelines

Following Required Processes & Timelines

- Objective: Understand the steps in administering the IAAS
- Objective: Understand the required timelines in administering the IAAS

IAAS Process Steps

Step 1	IDOE sends Security Access Codes for new users to the IAAS Online System to District IAA Coordinators District Assessment Coordinators • Send access code to new teachers registering for an account in the IAAS online system • Ensures building administrators have a registered account in the IAAS Online system
Step 2	District Assessment Coordinator review district/building IAAS Roster & IMS • Ensure accurate student participation in the Iowa Alternate Assessment
Step 3	Teachers complete required IAAS training ***by September 30th***

Step 4	Teachers complete ***by September 30th***
	• New Users to the IAAS online system Register for an account
	• Returning Users to the IAAS update account
	• Build student roster
	• Enter student profile activities
	  ○ Student Demographics
	  ○ Mastery Checklist
	  ○ Instructional Item Selection

Step 5	Teachers administer the IAAS

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Section 2

IAAS Required Timelines

Assessment Window

September 1, 2014 to April 30, 2015 — Teach and gather evidence on 15 items per content area assessed in the Iowa Alternate Assessment

Assessment Reporting Periods:

- 1st Report: September 1— November 15
- 2nd Report: November 16 — January 30
- 3rd Report: February 1 — April 30

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Section 2

Teachers should not wait until the last few days of the reporting period deadline to enter in student performance data. The significant number of students participating in the IAAS deems it unreasonable to expect server capacity to meet a large volume of data entry in one or two days. Teachers are encouraged to enter student performance data periodically throughout the reporting period.

Note: The IAAS online system is programmed to shut down after 20 minutes of inactivity for security purposes. If you enter data and do not save it before you leave the system, it will not be saved.

The IAAS online system sends an email confirmation to the teacher, building administrator, and district IAA coordinator on the status of student performance data for each reporting period. This includes email alerts when the student profiles and reporting activities are completed, or if they are not completed by deadlines.

The Iowa Department of Education encourages teachers of students with significant disabilities continue teaching their students after the final assessment window closes until the end of the year (as like all other teachers in a school district are required). This instruction supports increased performance, which will be reflected on next year's performance scores.

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Section 2

New Guidance for the 2014—2015

All students who move into the IAAS regardless of length of time remaining in a reporting period will be participate in the IAAS. Depending on the amount of time left in the reporting period, the student may not be able to complete the required amount of rating scale items; however, the student will count for participation, which is important for district Adequate Yearly Progress (AYP) determinations.

Teachers should add the student to their classroom roster, create a student profile, and begin assessment activities as soon as possible once the student arrives in their classroom.

Exclusions

The reporting process is three times a year. Expectation is that teachers report on all 5 rating scale items per each reporting period. Prompted or a performance score is reported on each item for each reporting period. Any item left blank will result in exclusion for that student in performance and participation. Exclusions may be appealed through the Department.

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Section 2: Quiz over Section 2

PAGE 10

Section 3: The IAAS Online System

The IAAS Online System

- Objective: Understand how to access the IAAS online system
- Objective: Understand how to Set up Tasks within the IAA online system

The IAAS online system homepage http://iowaalternateassessment.org/ is the central web site for all IAAS assessment activities and performance data.

The IAAS On—line homepage http://iowaalternateassessment.org/ hosts a series of short online tutorials that provide step—by step direction to complete each assessment task within the online system.

They are:

- District IAA Coordinator: Managing Your Building Administrator Roster http://iowaalternateassessment.org/tutorials/managing_building_admin_roster/story.html
- Accessing the IAAS On—line System: New User http://iowaalternateassessment.org/tutorials/new_user/story.html

- Accessing the IAAS On—line System: Returning User
  http://iowaalternateassessment.org/tutorials/returning_user/story.html
- Building the IAAS Classroom Roster
  http://iowaalternateassessment.org/tutorials/building_roster/story.html
- Completing Student Profile: Student Information
  http://iowaalternateassessment.org/tutorials/student_information/story.html
- Completing Student Profile: Mastery Checklist
  http://iowaalternateassessment.org/tutorials/mastery_checklist/story.html
- Completing Student Profile: Instructional Item Selection
  http://iowaalternateassessment.org/tutorials/instructional_item_selection/story.html

- Completing Student Rating Scale
  http://iowaalternateassessment.org/tutorials/completing_student_rating_scale/story.html
- Removing and Adding Students
  http://iowaalternateassessment.org/tutorials/removing_adding_students/story.html

It is highly recommended to view these webcasts for all teachers, even returning teachers, as each year new system features are introduced.

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Section 3

Accessing the IAAS On—line System

Before teachers can access the IAAS online system http://iowaalternateassessment.org/:

- All teachers (returning and new) must contact their district IAA coordinator and their building administrator to ensure the district IAA coordinator and building administrator have an updated account in the IAAS online system. This is an important first step since these two administrators' contact information is linked to individual students through the student profile and they must be in the system prior to building student rosters.

For step—by—step directions on how district IAA coordinators set up and manage district level accounts this visit the IAAS online system homepage tutorial District IAA Coordinator: Managing Your Building Administrator Roster
http://iowaalternateassessment.org/tutorials/managing_building_admin_roster/story.html

- Returning teachers should update their IAAS online account to reflect current job assignment, contact information, and ensure the correct district IAA coordinator and building administrator is accurately reflected in the system.

- New teachers to the IAAS online system will need to contact their district IAA coordinator for a new teacher access code. This code will be used to register for an account in the IAAS online system.

In September, teachers will access the IAAS online system to register for a new personal account or update their existing account.

For step— by —step directions on how to complete this, visit the IAAS online system homepage tutorials: Accessing the IAAS On—line System: New User; http://iowaalternateassessment.org/tutorials/new_user/story.html and Accessing the IAAS

On—line System: Returning User. http://iowaalternateassessment.org/tutorials/returning_user/story.html

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Section 3

Setting up Tasks within the IAAS Online System

Building a classroom roster

Each year a teacher builds a new classroom roster. For step— by—step directions on how to complete your classroom roster, visit the IAAS online system homepage tutorial: Building the IAAS Classroom Roster

After building the classroom roster the next step is to complete the student profile activities. They include:

- Student Information
- Mastery Checklist,
- Instructional Item Selection.

For step—by—step directions on how to complete your classroom roster, visit the IAAS online system homepage tutorials:

- Completing Student Profile: Student Information http://iowaalternateassessment.org/tutorials/student_information/story.html
- Completing Student Profile: Mastery Checklist http://iowaalternateassessment.org/tutorials/mastery_checklist/story.html
- Completing Student Profile: Instructional Item Selection http://iowaalternateassessment.org/tutorials/instructional_item_selection/story.html

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Section 3

Mastery Checklist

To complete the Mastery Checklist, teachers first need to probe their student with the appropriate grade level IAAS rating scale. These probe rating scales are found on the IDOE Iowa's AYP Alternate Assessments webpage https://www.educateiowa.gov/pk—12/special—education/assessment—testing/iowa—alternate—assessment—1—iaa

Once the mastery checklist is completed for each student, teachers will then need to select the rating scale items each student will be instructed this year. There are three steps for selecting 15 rating scale items to instruct and report out:

Instructional Item Selection

Step 1: Review the learner characteristics of your students

Step 2: Review the IEP and cumulative folder to identify strengths and weaknesses, interests and preferences, IEP goals, and prior skill levels on the alternate assessments.

Step 3: After reviewing the information reported in the student profile, student achievement data from the IEP, last year's alternate assessment results, and what you know about the student, select 15 items not yet "mastered" to instruct and report out on in the upcoming year.

Teachers select any 15 items from the four standards identified within the rating scales. Teachers will select *5 different rating scales* items to be taught and assessed in each reporting period.

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Section 3: Quiz over Section 3

PAGE 15

Section 4: Knowing and Completing the Science Rating Scales

Knowing and Completing the Science Rating Scales

- Objective: Understand how to transfer progress monitoring data gathered during instruction to the science rating scales

For step—by—step directions on how to complete the Science Rating Scales visit the IAAS online system homepage tutorial: Completing Student Rating Scale

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Section 4

The IAAS is comprised of a rating scale checklist. The IAAS rating scales can be found on the Iowa Department of Education's Iowa's Alternate Assessments website. Teachers should print them to use as working documents and review rating scale items in order to plan for instruction and assessment.

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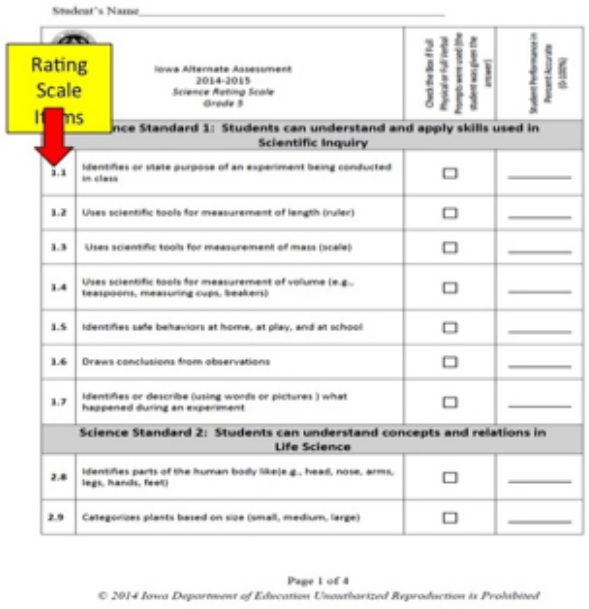
Section 4

The IAAS rating scales can be found on the Iowa Department of Education's IAA website.[https://www.educateiowa.gov/pk—12/special—education/assessment—testing/iowa—alternate—assessment—1—iaa] Teachers should print them to use as working documents and review rating scale items in order to plan for instruction and assessment.



Ratings represent instruction throughout the assessment period starting on the first day of class. They also represent the most recent level of student performance accuracy.

Ratings indicate the student had access to and have been taught the Iowa Core Science Essential Concepts & Skills. This includes the required number of rating scale items for each reporting period.

Rating scale items include both the number and description.

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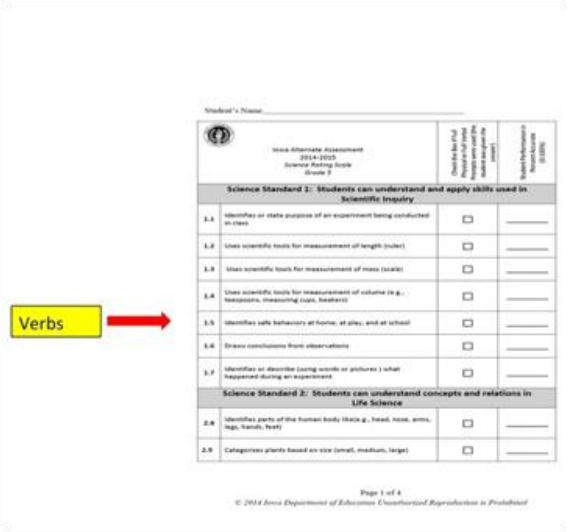
Section 4

The verbs used in each rating scale item are important in distinguishing the complexity levels of the skill. It is important to understand the operational definition of the verb to ensure you are instructing and assessing the construct of the rating scale item and the appropriate level of complexity.



On the DE website, [https://www.educateiowa.gov/documents/content—areas/2014/08/glossary—terms] a glossary of terms is available that offers examples of instructional description and ways a student might respond to demonstrate performance at each level.

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Section 4

Documenting Student Performance — Independent Performance

As you instruct and gather student performance data on selected rating scale items you will enter the student's most recent performance of your student on the rating scale items. Depending on the performance level of the student, individual rating scale scores are converted into points (1—3).

For each reporting period, performance scores for each of the 5 rating scale items are summed to generate a total score for each content area assessed in each reporting period. When completing the rating scales, teachers indicate in the appropriate column the level of student performance.

Student level of performance is either prompted (i.e. student was given the answer either verbally, gesturally, or physically guided) or independent (i.e. student responded without prompts/supports within trials).

If a student received prompts 100% of the time and did not attempt to answer the question independently, mark the checked box. Checking this box requires evidence that the item was instructed. Remember, if you check this box, you cannot provide a performance score in the next column.

If a student attempted to answer the question leave the box unchecked. Prompted performance generates a score of 1.

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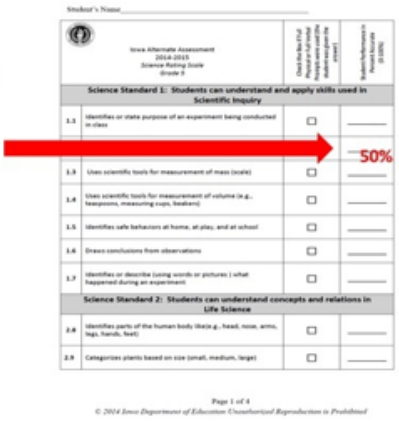
Section 4

Documenting Student Performance— Independent Performance

For items that were unchecked (that is, the student attempted to answer them without prompts, teachers will use a number from 0 to 100 to represent the student's performance on that skill based on the most recent level of student performance. Supporting evidence is required.

Enter in the performance of the student, in % accurate. performance is reported. Supporting evidence is required. Rating depends on performance (0-25%=1, 26%-74%=2, 75%+=3)



This performance will result in a rating. The rating scale for performance:

- 0—25%=1
- 26%—74%=2
- 75%+=3

The sum of the 5 rating items is the total score for each content area assessed for each reporting period.

If the most recent data point is an outlier in student performance, then the teacher must provide additional instructional trials and collect data until she is confident its representative of the student's learning. Remember the stages of learning when considering and reporting out the data — acquisition, fluency, maintenance, and generalization.

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Section 4: Quiz over Section 4

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Section 5: Administering the IAAS-Merging Instruction with Assessment

Administering the IAAS—Merging Instruction with Assessment

- Objective: Examine how progress monitoring of the rating scale items is integrated into classroom instruction

The Iowa Alternate Assessment is an instructionally embedded assessment and will not be effective unless there is effort to merge the assessment with classroom instruction. In this section, we'll take a look at how this is done.

First we will start with definitions of the components of the Iowa Alternate Assesssment:

- Rating Scale Item — A test item aligned to instruction of the Iowa Core Standards
- Trials — The number of opportunities a teacher provides a student to respond to and demonstrate knowledge of a rating scale item
- Data — Documentation of student response/performance within trials, and evidence of instruction
- Assessment Approach — How data are collected
- Performance Score — Most recent level of student performance reported out in the IAAS online system

In a previous section we examined the ratings scales. Let's look at the rest of these terms.

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Section 5

Trials

As mentioned, a teacher asks a student to demonstrate an item on the rating scale several times, and then gives a score based on the percentage of accuracy. These opportunities, or "trials", are based on **instruction**, not baseline or probing data.

In other words, a skill like "Student identifies head, nose, arms, legs, and hands" would be assessed on the rating scale after the item has been taught in the classroom and *students are expected to be able to demonstrate that skill as a result of their instruction.*

Section 5

Data

Data provide teachers with evidence that instruction has occurred. In this regard, the IAAS not only assesses student proficiencies in the Iowa Core, but also gives educators important feedback on the quality of instruction. It also is used as supporting evidence for the assessment ratings, as well as for communication to parents about the skills taught in the classroom and student learning of those skills.

Quality evidence consists of these five components:

1. **Recent**: From this current school year
2. **Relevant**: Linked to the reading, math, or science rating scale items
3. **Representative**: Shows original student work/performance score on rating scale items — ratings based on the most recent performance of instructional trials—the last data point
4. **Age:** Appropriate adapted materials used that align to grade level Iowa Core
5. **Reliable:** Another person can examine the evidence and reach the same conclusion

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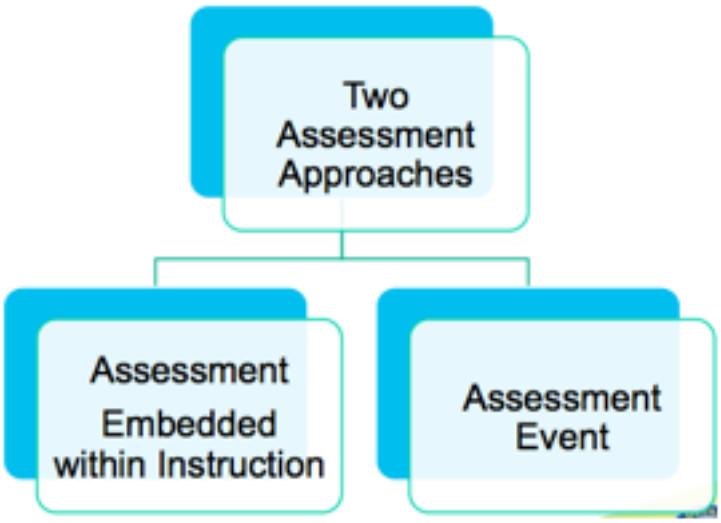
Section 5

Teachers generally have two different approaches toward assessment depending on the learning stage of their student (e.g. Skill acquisition, fluency, maintenance, & generalization).

One approach is assessment embedded within instruction often called an **instructionally embedded assessment** where data is collected during instruction, and the other is an **assessment event** — assessment after instruction.



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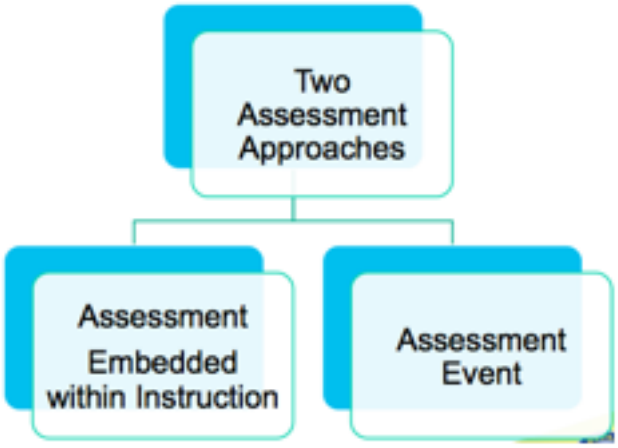
Section 5

Assessment Approach: Embedded within Instruction



In an embedded format, students are given trials to perform an assessment task during the instructional process. In some cases, this is during one instructional activity (especially with very discreet and finite tasks). Students learn the activity in class and then have the opportunity to demonstrate their master with a trial within the lesson.

In other cases, the assessment might be embedded within many tasks. These tasks can be spread over time and across many different lessons or learning environments in the same day for reporting out purpose, but they may all add up to the desired skill. In this case, students are learning to "generalize" the concept or skill, and maintain their learning.

The advantage to embedded assessment is its relevance to students, who are learning to demonstrate the skill as they are learning the skill itself. This also decreases the teacher preparation time, and presents a naturally occurring environment/context for the assessment.

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Section 5

Assessment Approach: Assessment Event

An assessment event takes place after the instruction. Students demonstrate their retention and generalization of a skill through tasks such as worksheets, quizzes, or other homework tasks.

Assessment events have their own advantage. They allow for more easily quantifiable data, as well as evidence—collection than one that is embedded within instruction (which will often require more observation than activities creating artifacts). Also, having a student perform an activity over time does reduce the chance that a student is simply "parroting" a response that they learned during the instructional time.

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Section 5

Fair and Meaningful Assessment

Both assessment that is embedded in instruction and a separate assessment event can serve as fair and meaningful. Assessment that is not tied to instruction is unfair, as well as not meaningful in terms of student learning and quality of instruction.

Put another way, this would be assessing a student on a rating skill without having taught a student the skill in the first place. This would be probing for prior knowledge, but would give you no valuable feedback about how effective the teaching was or whether a student has learned anything.

Keep in mind there is a time for probing, even within the IAAS process, such as to complete the Mastery Checklist of the student profile. But, use it according to its purposes.

A more common mistake for teachers is to assume that the assessment is measuring the same skill that was taught in the classroom, when in actuality, it wasn't. This can happen when a skill is not very discreet, or when there is confusion about verbs (the skill is to "apply", but the students have been taught to simply "understand"). Using the glossary of terms is available on the DE IAA Webpage [https://www.educateiowa.gov/documents/content—areas/2014/08/glossary—terms] will eliminate this confusion and offer examples of instructional description and ways a student might respond to demonstrate performance at each level.

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Section 5

Formative Assessment

In each reporting period, students will be given many instructional opportunities (trials) to demonstrate their proficiency on the skills identified in the rating scales. While this serves the process of the IAAS, it also is an important progress monitoring, or formative assessment step.

The results of the trials should be used by the instructor to formatively assess the learning process. If a trial does not result in a student accurately answering without a prompt, then the teacher should consider other instruction that will help the student for the next trial.

In this regard, the IAAS process is aligned with Instructional Decision Making (IDM). Just like in IDM, the teacher uses data to make future decisions in changing instruction.

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Section 5

Performance Score

As we saw with the rating scale, teachers select one date in the reporting period that data was collected and use this data as the final performance score reported in the IAAS online system. This performance score represents a student's most recent level of performance, and therefore should be the last data point collected in the reporting period. This ensures students have multiple opportunities of instruction throughout the period.

A reminder, that performance scores are averaged from multiple trials given in a single day over a single rating item. A rating item might have several distinct skills that a teacher is measuring. In this case, the overall total can be averaged from multiple trials for those multiple skills. But, it cannot be averaged over multiple rating scale items.

Let's take a look at this in practice.

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Section 5

Number of Trials Required for Most Recent Performance — Rating Scale Items that have "One Skill"

For rating scale items that have one skill, the following guidance on the number of trials required for reporting out *Most Recent Performance* (the **last date**, data was collected on a rating scale item) is:

Throughout the reporting period instruct and assess one skill within the rating scale item, as determined by your student's instructional needs. For *Most Recent Performance,* assess the skill in "***four trials" in the same day***. Report out the % correct accuracy of the "***one skill"*** within the rating scale item.

The example below illustrates this guidance:

Grade 5 Science Rating Scale Item: 3.22 Indicates that stars are visible at night contain one skill— student correctly responds.

Data gathered between 9/10 and 11/15 is this student's formative assessment, used by the teacher to guide instruction throughout the reporting period. Ongoing formative assessment data is ***not*** reported out in the Iowa Alternate Assessment Online Science System.

The teacher selected the data gathered on November 29 to be used to report out the student's *Most Recent Performance* of the reporting period. The % accuracy score is based on "***four trials"*** of the "***one skill" assessed in the same day***. This data is reported out in the IAA online system.

In the example below, the student correctly answered, 3 out of 4 questions regarding when stars are visible, earning a 75% accuracy score.

Grade 5 Science Rating Scale Item: 3.22 Indicates that stars are visible at night. This example meets the criteria of quality evidence.

Rating Scale Item 3.22	9/10	9/29	10/4	10/9	10/18	10/25	10/30	11/5	11/15	11/29
Trials										
1	-	-	+	+	+	-	+	+	+	+
2	-	-	-	+	+	-	+	+	+	+
3	-	-	-	-	+	+	+	-	+	+
4	-	-	-	-	-	+	-	+	+	-
Accuracy	0/4-=0%	0/4-0%	1 /4 =25%	2/4=50%	3/4=75%	2/4=50%	3/4 =75%	3/4= 75%	4/4= 100%	**3/4=75%**

Rating Scale Item that Contains "One Skill"

Most Recent Performance = Average of Correct Responses of the Skill within the Rating Scale Item

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Section 5

Number of Trials Required for Most Recent Performance — Rating Scale Items that have "Multiple Skills"

For rating scale items that include multiple skills, guidance of 4 trials per skill will not be applied.

For these types of rating scale items, the following guidance on the number of trials required for reporting out *Most Recent Performance* (the **last date,** data was collected on a rating scale item) is:

Throughout the reporting period instruct and assess the multiple skills within the rating scale item, as determined by your student's instructional needs. For *Most Recent Performance,* assess each skill within the rating scale item in ***one trial, in the same day***. Report out the % accuracy of all skills combined.

The example below illustrates this guidance:

Grade 5 Science rating scale item 3.23 —Labels or identifies "sun", "earth", and "moon" contains three skills. The three skills are identifying sun, earth, and moon. Individual skills) were taught and folded in throughout the reporting period. Data gathered between 9/10 and 11/15 is this student's formative assessment, used by the teacher to guide instruction throughout the reporting period. This data is **not** reported out in the Iowa Alternate Assessment Science Online System.

Data gathered on November 29 is the student's *Most Recent Performance* of the reporting period. The score reported out is based upon the teacher assessing "***one trial"*** of each skill to generate a % accuracy score of

"*all skills*" (Sun, Earth, Moon) ***combined in the same day***. This data **is** reported out in the IAA online system.

In the example below, the student correctly answered numbers 0—4 (5/6 skills) earning an 83 % accuracy score.

Grade 5 Science rating scale item 3.23 Labels or identifies "sun", "earth", and "moon" This example meets the criteria of quality evidence

Rating Scale Item 3.23	9/10	9/29	10/4	10/9	10/18	10/25	10/30	11/5	11/15	11/29
Sun	-	-	+	+	-	+	+	-	+	+
Earth			-	+	+	-	+	+	+	+
Moon					+	-	+	+	+	+
% Accurate	0/1=0%	0/1=0%	1/2=50%	2/2=100%	2/3= 66%	1/3= 33%	3/3=100%	2/3=66%	3/3=100%	**3/3=100%**

Rating Scale Item that contains ***Multiple Skills***

Most Recent Performance =

Average of all skills answered correctly within the Rating Scale Item

5/6= 83%

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Section 5

Other Notes on Data Collection/Evidence

Evidence is used to document and provide proof the student performance scores reported out in the IAA online system are based on your instruction. To properly collect data for quality evidence, there are several formats that it can take. It can be:

- A graph of student performance over time
- A data collection sheet
- Instructional materials with documented performances scores
- A quiz or test
- A checklist

Also, the following guidance chart has been created to help teachers have a standardized process, ensuring they were not over prompting or requiring further clarification on when a students' response was independent or prompted.

The far left column of the chart includes researched and evidence based prompt hierarchies for our students with significant disabilities. The column next to it outlines teacher behavior during assessment cues/prompts. The next column outlines students behavior — Independent or prompted response

Based on Teacher and student behavior the following columns indicate if the student performed the skill independently – receiving a % accuracy score or a was prompted— told the answer.

Prompt System	What the Teacher Does	What the Student Does	Independent	Prompted
Least To Most Prompts: A hierarchy of response prompts is used On each assessment trial, the teacher waits for student to make response with no help, and then uses the hierarchy of prompts until the correct response is made	*Verbal Cue:* Teacher presents stimulus/asks the question	Correct Response	+	
	Verbal/Gestural Cue: Teacher restates the question using verbal/gestures	Correct Response	+	
	Modeling: Teacher provides one specific response prompt and models the answer (Teacher presents stimulus/asks the question) Example: Teacher models how to count to 5 and has student repeat	Correct Response		+
	Verbal/Gestural/Physical Prompt: Teacher gives student correct answer through verbal/gestural, and/or physical prompts giving the student the answer	Incorrect Response		+
Constant Time Delay Procedure One specific response prompt is used At first, teacher gives prompt with the target stimulus (no delay). Over trials, the prompt is delayed by a few seconds. If these delays are incremental, it is called "progressive time delay"	Teacher Says "Show me the Word". Then Teacher says "Show me the word" wait ___ seconds before pointing the answer	Correct Response	+	
		Incorrect Response		+

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Section 5: Quiz over Section 5

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Section 6: Disseminating Performance Score Reports

Disseminating Performance Score Reports

- Objective: Understanding how to communicate student performance results

After student performance data has been entered in the IAAS online system for each reporting period, teachers are required to generate a classroom and individual student reports from the online system. These summary reports should be sent to parents, including those who are tuitioned into the district. Check with your building administration on district procedures for disseminating student reports.

Scores earned across each reporting period are summed together to generate the summative score. The summative score determines levels of proficiency for Adequately Yearly Process (AYP) determination.

As part of the ongoing process for continuous improvement, teachers should be part of their school's data team to analyze the data for areas of strength and concerns, as well as to plan for future instruction.

Summative Scoring Depending on the performance level of the student, individual rating scale scores are converted into points (1—3). Prompted performance results in one point. All other performance is rated in percent accurate and converted to a 3—point scale to generate a summative score, which will determine levels of proficiency.

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Section 6: Quiz over Section 6

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Section 7: Managing Classroom Roster throughout the Year

Managing Classroom Roster throughout the Year

- Objective: Understand how to remove and add students to classroom roster

One of the main responsibilities for the IAAS is to add or remove students from the system during the year. There are 3 general reasons why a teacher would need to do this:

- Students move within state (either within the district or to another district)
- Students move out of state
- Students are deceased

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Section 7

For All Students Who Move Within the State

Sending teacher's responsibilities:

- Ensure all student performance data is entered for past and current reporting period prior to student transferring.
- After performance data has been entered, remove the student from the classroom roster.
- Contact building administrator and district IAA coordinator that performance data has been entered and student is removed from roster.
    - The receiving teacher will not be able to add transferred teacher to his/her classroom roster until sending teacher removes the student.
- Include all IAAS progress monitoring data/evidence in transferred student records so receiving teacher can continue the IAAS once the student moves in.

Receiving teacher's responsibilities

- Contact building administrator, district IAA coordinator, and AEA Significant Disabilities Coordinator if IAAS progress monitoring materials were not received and if unable to add student to classroom roster.
- Add student to classroom roster and begin instructing and assessing the remaining rating scale items in that reporting period that have not yet been entered.

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Section 7

For Students that Move Out of State

Sending teacher's responsibilities

- Remove student from roster and include all IAAS progress monitoring/evidence materials in student records.

For Deceased Students

- Maintain IAAS records as with all other student records. Check with your Building Administrator.

For step— by —step directions on how to complete the Science Rating Scales visit the IAAS online system homepage tutorial Removing and Adding Students

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Section 7: Quiz over Section 7

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Section 8: Administering the IAAS According to Iowa Teaching Standards

Administering the IAAS According to Iowa Teaching Standards

Objective: Understand responsibilities of upholding Iowa Teaching Standards when administering the IAAS

Iowa Teaching Standard III is applied to the IAAS Process. Teachers are required to uphold this standard in the course of administering the IAAS. Please contact your building administrator if you have questions regarding your participation in the Iowa Alternate Assessment and Standard III of the Iowa Teaching Standards

25.3(3) *Standard III - misrepresentation, falsification of information.* Violation of this standard includes:

a. Falsifying or deliberately misrepresenting or omitting material information regarding professional qualifications, criminal history, college credit, staff development credit, degrees, academic award, or employment history when applying for employment or licensure.
b. Falsifying or deliberately misrepresenting or omitting material information regarding compliance reports submitted to federal, state, and other governmental agencies.
c. Falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official inquiry or investigation.
d. Falsifying any records or information submitted to the board in compliance with the license renewal requirements imposed under 282-Chapter 20.
e. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

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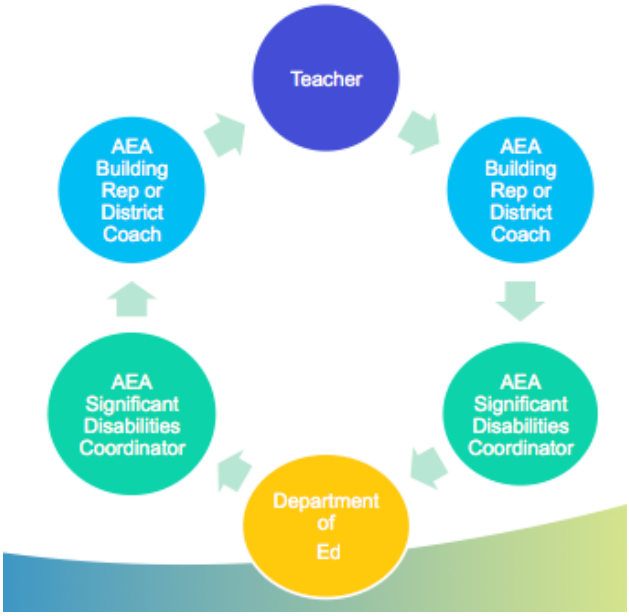
Section 8

Resources for Teachers

The IAAS process may be confusing and overwhelming, especially for new teachers to the Iowa Alternate Assessment. No teacher at anytime should feel unsupported in the instruction and assessment of the Iowa Core. Most importantly, teachers should not wait to ask for assistance. Request assistance the moment it is needed. There are a variety of resources and personnel available for support.



On the Iowa Department of Education's website, there are several resources to help teachers in the administration of the IAAS. In addition, on the IAAS online reporting system, there are tutorials to help with the technical process of entering data.

For IAA online technical assistance with roster and technical issues teachers may use the Technical Support Online Tutorials located on the home page of the IAAS online system. If there are technical issues that cannot be resolved by viewing the tutorials, teachers should directly contact the TriTek Group for assistance. Use the Contact form located on the Contact Us tab on the homepage of the IAAS online system. If teachers do not hear back from TriTek within 48 hours of request, they should contact their district IAAS coordinator for further assistance.

Also, there are several layers of support for you in the process itself. Teachers can receive support for instruction by contacting their building/district instructional coach, or in the case of smaller districts, their AEA building representative as demonstrated by the graphic to the right. If the question cannot be resolved, they can in turn contact their AEA significant disabilities coordinator and then the Iowa Department of Education.

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Section 8: Quiz over Section 8

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Section 9: Conclusion

(Name of person), you have not yet completed this AEA Online Learning System standalone module.

You must take the following steps to complete this module:

1. click the **Go to UR** button below and follow the instructions within the Universal Registration system as given,

2. then follow the link from Universal Registration to return to the AEA Online Learning System.

Go to UR